

THE NATIONAL CONGRESS OF MOTHERS MAGAZINE

"For the Welfare of the Child"



THIS NUMBER CONTAINS

IN MEMORIAM: Mrs. Theodore W. Birney, Founder of the Mothers' Congress.

PARENT AND TEACHER: Notable articles on this new movement by well-known educators. What is being done among foreign children. Practical work in Philadelphia and elsewhere.

AN OLD MAID'S CHILDREN: The first of a series of helpful stories by Mrs. Mary E. Mumford.

MENTAL AND EMOTIONAL TRAINING: A study outline by Mrs. Charles Dickinson.

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The National Congress of Mothers Magazine

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No. 5

THE PRESIDENT'S MESSAGE

THE PARENT TEACHER work, which is given much space in this issue of the MAGAZINE, is the most important work of the Congress of Mothers, in that it is the medium through which it may reach the homes and schools of the whole country. As an organization with the single purpose of helping every child, the Congress can do an infinite service to both home and school. On the one hand it stands ready to help the home to bring out the best qualities of the children. On the other hand it brings to the school the sympathetic, intelligent coöperation of the parents, thus doubling the efficiency of both home and school.

THE MOTHERS IN THE SCHOOLS

Childhood responds to wholesome hygienic conditions. It flourishes under sympathetic, wise nurture. It should not be deprived of its birthright, a fair chance for all-round development, yet this can never be assured until there is a more general understanding of childhood's requirements.

The education of public opinion is the foundation of social progress. Home and School Circles give opportunity for this. They naturally discuss the children's welfare. It is a self evident fact that if a Home and School Circle were an adjunct of every school, the opportunities for the youth of the present generation would be more than doubled. Again, home conditions and community conditions are the cause of a large percentage of disease and crime. Education of parents will do more than all else to raise standards of child culture in home and community.

The demand for programs for Parents' Circles and for Study Outlines comes from every quarter, indicating a wide interest, which is the harbinger of greater intelligence in meeting the problems that confront all who are rearing children.

THE IOWA CONGRESS of Mothers and the Iowa State Teachers' Association are holding their annual meeting together in Des Moines this month. The remarkably fine program is of equal interest to both parents and teachers. The

PROGRESS IN IOWA

mutual acquaintance which will ensue cannot fail to give an impetus to the coöperation of home and school, and no doubt the coming year will see the formation of many Home and School Circles in Iowa. Iowa Mothers have led the movement of holding a joint meeting with the teachers of the State; while maintaining their own position as an independent organization they have gained admission for the mother to all the fine opportunities for study of children which are afforded to the teacher.

THE INTERNATIONAL JUVENILE COURT SOCIETY was organized in Chicago in November with Hon. Ben B. Lindsey, of Denver, as its president. The directors are composed of leaders in Juvenile Court work in

INTERNATIONAL JUVENILE COURT SOCIETY

many States. Its purpose is to extend the system everywhere, and as this has been the work of the National Congress of Mothers since 1899, it is with pleasure that the Congress greets the International Juvenile Court Society and wishes it Godspeed in its work.

JUDGE LINDSEY writes: "The county has given me several months' leave of absence, without pay, to do propaganda work and lecture on the subject.

A LETTER FROM JUDGE LINDSEY

After seeing the poor little boys in jails in the South, and the little boys in industrial slavery, I feel that the work outside for the several hundred thousand children needing help may justify the temporary absence from the three or four hundred that we deal with in Denver." Denver has done a service to the whole country in making it possible for Judge Lindsey to arouse people of many cities to the wrongs done to children.

President Roosevelt

On the International Congress in March.

"I take the heartiest interest in your First International Congress to deal with the welfare of the children.

"I am delighted that you have planned to bring the representatives of the nations together to confer upon such a subject.

"What I can personally do to help you will, of course, be done.

"I shall hope to welcome your delegates at the White House, and there to greet them, and to express to them my deep realization of the importance of their work and my profound sympathy with it."

In Memoriam

**Mrs. Theodore Weld Birney, Founder and First President of the
National Congress of Mothers.**



MRS. BIRNEY

It is with sad hearts that we record the passing to the higher life of our dearly loved founder, Mrs. Theodore W. Birney. The sweet, gentle, strong, and noble woman, whose love for childhood caused the foundation of the National Congress of Mothers, on December twentieth finished her life on earth at her beautiful home at Chevy Chase, Maryland. Few women have won the love of so many. Few have so unselfishly given their lives for others. Her life was an inspiration.

Her influence will live in the lives of thousands who have been helped through her to deeper appreciation of the sacred duties of motherhood. Her beautiful spirit of love and service to humanity was felt by every member of the Congress, and for ten years has held together in closest sympathy and love all the women who have been associated with her in the National work.

The work for childhood was her first interest. The claims of the Congress were so near her heart that in failing health she still tried to respond. When the National Congress of Mothers met in Los Angeles last May she was in the station ready to take the train, when a severe attack of pain compelled her to go home. She rallied from this, and again attempted the journey, going as far as Pittsburg, where intense suffering again compelled her to return. Her deep interest in the Congress led her to go to the Mothers' Building at Jamestown in September, where she was again prostrated, and returned to Washington in a most critical condition. She bravely submitted to an operation which relieved her greatly for a time. "My last conscious thought," she said in speaking of the operation, "was of my family and of the Mothers' Congress and the dear women associated with me in it." She was deeply interested in the plan for the International Congress, making suggestion as to the program and other features. She was fully aware that her life was uncertain yet was perfectly happy and at peace. Speaking of the International Congress she said: "Whether I am here or There I shall be with you in spirit."

She has passed beyond our vision. No longer are her powers hampered by the frail body which imprisoned a spirit brave and true. She worked on earth to save those of whom He said: "Inasmuch as ye have done it unto one of the least of these, ye have done it unto Me." It was God's work for His little ones which she chose here, and God's work for them goes on to Eternity.

We can do no greater honor to her than to work with deeper earnestness in the service of the children, and to keep ever before us the beautiful spirit of love which recognizes the brotherhood of man and the Fatherhood of God.

HANNAH K. SCHOFF.

The Founder of the Mothers' Congress.

One afternoon in 1895 at Chautauqua Miss Frances Newton met a kindergarten friend who said: "Come over with me to the Mothers' Building to meet a little woman who has a beautiful dream she wants us to help her realize." The woman was Mrs. Theodore Birney and the "beautiful dream" was the idea of the Mothers' Congress—there first unfolded.

The previous year, feeling a little natural disappointment at the birth of a third daughter instead of the son she had hoped for, the thought had come to her of the potential motherhood of her three daughters and of her responsibility in training them for it. Lying there with her helpless baby beside her, she reflected on the difficulty of the every-day mother in solving her problems. Her love and sympathy went out to all such earnest mothers and she conceived the idea of a "Mothers' Congress," where the wisest of the land should be asked to "break the bread of life" to mothers.

That thought of her first inspiration she has held ever before her associates as her ideal of the Congress work—a trained and educated parenthood, before which she felt "the strong holds of ignorance and vice must give way." The idea of little children misunderstood, treated with impatience, injustice and severity was almost more than she could bear, and she always

believed that mothers would *do* better if they *knew* better. Her first call to the Mothers' Congress was a plea to women to lay aside the non-essential things of life, and study the books which would help them with their children. When asked to write something last year for the first number of the MAGAZINE she sent an extract from this first "declaration of principles," saying that she felt the need for reasserting them and that they embodied her "inmost belief and most profound conviction."

Her personal life was a sad one. The husband of her early girlhood lived but a few months, and when, ten years later, she married again and established an ideal home at Chevy Chase, near Washington. Mr. Theodore W. Birney lived only about five years, dying in 1897, soon after the first wonderfully successful Mothers' Congress. For ten years her brave effort to live down her personal grief in noble work for others has been a constant inspiration to her associates and to her family. Next to her children, the Mothers' Congress was the dearest thing in the world to her, and her earnest wish was to see it kept true to the high ideals with which she founded it.

Her public speaking and writing were marked by insight and sympathy and a strong desire for greater justice

in all our dealings with children. Of great personal charm and magnetism, she made friends everywhere and her lovely courtesy and sympathy endeared her to all. Her gentleness was more powerful than the strongest arguments and her enthusiasm was ever the white flame of truth, disclosing weakness and purifying what it touched. She has indeed joined "The Choir Invisible"

"Of those immortal dead who live again
In minds made better by their presence; live
In pulses stirred to generosity,
In deeds of daring rectitude, in scorn
For miserable aims that end in self,
In thoughts sublime that pierce the night like stars,
And with their mild persistence urge man's search
To vaster issues." E. C. B.

The League of Home and School Associations in Philadelphia

At the National Congress of Mothers, convened in Washington in 1899, a paper was presented on "The Responsibility of Parents to the Schools." In this paper suggestions were made as follows:

1st. A teacher in order to do efficient work should have knowledge of the home conditions of her pupils.

2d. It is impossible for a teacher to visit the homes of her children under the present system which allots fifty or sixty pupils to her care.

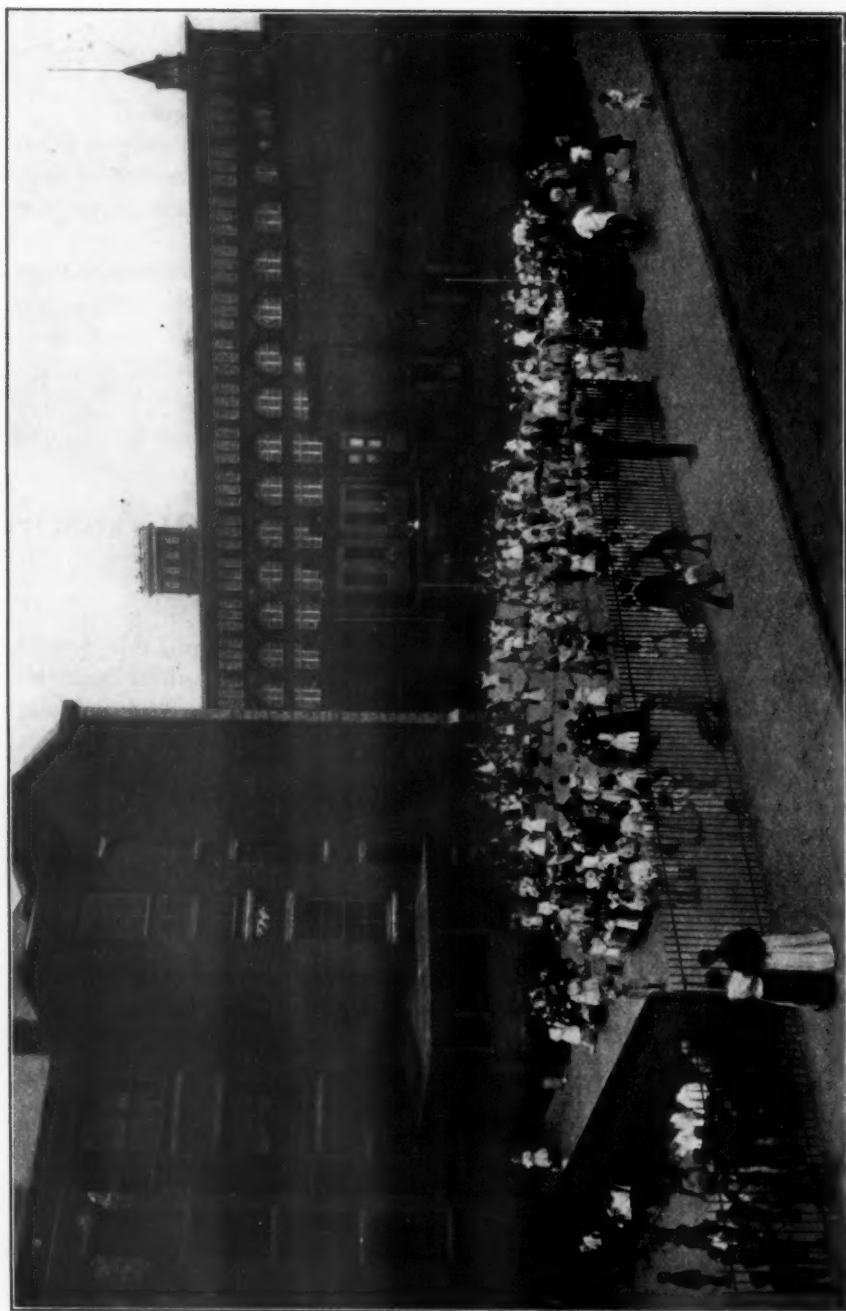
3d. To bridge the chasm between the home and school the parents must come to the school.

4th. The wisest way to secure such visits is to organize a Parents' Association, with meetings at stated intervals in the school building.

5th. This custom is already happily inaugurated in the kindergartens. It only remains to extend this movement to the classes of older children—in the grades.

When the Pennsylvania Congress of Mothers was organized in 1900 its first endeavor was to create these parents' meetings in connection with the public schools. The idea was immediately adopted in two progressive schools, the Normal School of Observation and Practice, and the Heston School in West Philadelphia. The work in each of these schools has been very remarkable and productive of great results. It was also discovered that in different parts of the city parents' meetings had been held where wise principals had discovered their need—some of them for a term of years.

The movement progressed slowly but steadily, the schools one by one falling into line, until it seemed best to form these detached meetings into a league for mutual helpfulness, and after a meeting held last October at the New Century Club house the Philadelphia League of Home and



THE GIRLS' YARD—GEORGE H. THOMAS SCHOOL, PHILADELPHIA

The children often play here until six o'clock in the evening. The yard was equipped by the Association of Parents of the children in the school.

School Associations, auxiliary to the Pennsylvania Congress of Mothers, was convened and held its first session.

The reports presented at this convention were simply inspiring. Monthly meetings had been held in many schools; profitable talks had been given followed by full and free discussion among parents and teachers. On these meeting days parents had the opportunity of conferring with their child's special teacher, and a chance to see his work with that of his classmates. Mothers were beginning to take note of the many needs of the school building where their children spent so many hours of each day.

"I see now," said one of these as she arrived panting at the top of a very steep staircase, "why my Mary complains of going to this third story four times a day." "And I," said another, "know why Johnny comes home with shoes so muddy—the school pavement needs mending."

But their attitude has not been one of criticism. Far from it. To help *our* school has been the first impulse of these parents, their efforts varying with the type of the community which surrounds the school. For some of the buildings pianos have been bought, since in our city these are not furnished by the Board of Education. Pictures have been purchased to decorate the walls. In school yards apparatus has been set up, swings and bars and other devices inviting the children to healthy play. Some school grounds have been thrown open for all the day, making a place where little ones may play outside of school hours, under a kindly supervision, secure from the dangers of street traffic or of moral contamination. Addi-

tional vacant lots have been obtained in some neighborhoods, enlarging the playgrounds of the locality.

All these improvements, and many more, have been secured by organized parents united for the welfare of the children. Three hundred citizens, and this is not an unusual number in a city school, with their mite contributions, can make the school house and yard blossom into a beauty and healthfulness which seem like the creations of a fairy tale. But this material gain is not all. There is a social and moral side to this movement which is of great importance. This is shown in the appeal it has made and the sympathy it has aroused in other societies. All social forces are coöperating with it. The State Congress of Mothers initiated the movement. A joint committee composed of members of the State Congress, the New Century Club, the Civic Club and women members of sectional school boards, has assisted by offering to such teachers as wished to start a parents' association to provide a speaker for the first meeting, and musicians also, all giving their services free of charge. It also loaned a tea service with cups and saucers to any school which wished to inaugurate its meetings with a social cup of tea. One school association, which had already improved its playground, and bought three pianos, was anxious to open the school house for neighborhood evening lectures. The Civic Club learning of this desire volunteered the necessary funds for making this experiment.

There appears to be no difficulty in procuring able speakers for the afternoon or evening addresses. The

The children often play here until six o'clock in the evening. The data was supplied by...

League has arranged a bureau of prominent men and women, professors from the University of Pennsylvania and from our high schools, prominent physicians and clergymen, lawyers and business men, who are glad to aid in a movement of such far-reaching importance. For they who are wise can see that the outcome must be to make the public school the point of

community interest, the citizens' rallying place, the social center from which shall radiate mutual good feeling and intelligence, together forming a true democracy; while, best of all, teacher and parent stand shoulder to shoulder demanding the best development of that child of ours which is the hope of the family, the community, the nation, the race.



BOYS' YARD—GEORGE H. THOMAS SCHOOL, PHILADELPHIA

The Parents' Association of the school equipped it with apparatus for gymnastics and games, and are proud of its good influence in the neighborhood. Miss Helen K. Yerkes, Principal of the school, says: "William Allen White's 'Court of Boyville' is called there legitimately every day. It is for us to see at least that the young citizens have been given plenty of chance to be busy with the right kind of apparatus, so they may escape deserving the penalties which their peers must feel necessary to inflict on the young man who does not find it possible to live up to a moral code of play. Equip the yards of the public schools and cheat the street of some of her victims."

School Officers and Parents' Associations

What Some Prominent Educators Say of the Mothers' Club and the Parent-Teacher Movement.

THE AWAKENING OF THE COMMUNITY.

MARTIN G. BRUMBAUGH, *Supt., Philadelphia.*

The two great forces in the life of the child are the home and the school. They must work in harmony; but the organization of these forces to that end must be brought about in a natural way, if it is to be of healthy growth and result.

The movement toward organization on the part of parents and teachers is an outgrowth of a need for more perfect understanding of the nature of the child. This is the mutual problem of the home and school. Our communities as social groups have instituted schools. Now the community is awakening to a new interest in its creation, and the growth and success of parent-teacher associations show this aroused interest. The community will in this way have a more direct and vital relation to its school than ever before.

The whole impulse is educational, but to have it adopted as part of the school system would rob it of its greatest power for good. It should not be forced upon the people. It should come voluntarily from them, but should always be with the assistance of the school authorities, and the meetings should invariably be in the school buildings.

Meetings of parents at the suggestion of schools are not a new thing in Philadelphia. Many schools have

held such meetings to consider special needs and current difficulties. But it is not until recently that their power for good has been fully recognized and counted upon. Last season a committee of citizens that had no official connection with the schools stimulated teachers whose thoughts were already turning in this direction to form organizations in their schools. The committee's practical method was to provide entertainment for the meetings, to find speeches, music, refreshments, and thus to assure interest and success from the start. This committee was auxiliary to the Congress of Mothers—a logical sequence—as the Congress stands so pre-eminently for the best interests of the home. As a result, many organizations were effected in which the parents of the school children took the lead and bore the burden of the work. The Philadelphia League of Home and School Associations, formed this year, is the natural outgrowth of a movement that is becoming more vigorous and more helpful every day.

I am cordially in sympathy with the movement, and will aid it in every way within my power. It is one of the most hopeful influences to-day for good in our community. There are indications that eventually it will socialize the school. Strong social centers have already grown out of the old-time neighborhood "Mothers'

Meetings." But, in any case, the parent-teacher movement will make for an enlightened, wide-awake, public opinion, and this is the only road to progress.

THE DEATH OF INDIFFERENCE.

W. O. RIDDELL, *Superintendent, Des Moines.*

No one who has even a superficial acquaintance with the work of the mothers' clubs of Des Moines will hesitate to endorse them. The principals and teachers who are the co-workers with the mothers are the most ardent supporters of these clubs. The benefits are reciprocal. Parents become acquainted with the teachers and their work and the teachers become acquainted with the parents and home conditions. This mutual acquaintance begets a mutual interest that did not before exist. Out of it grows closer and kindlier relations and a surer confidence. Parents feel more closely the daily work of the school, often studying lessons with their children at home.

The sum of it all is *interest*. Indifference is always a menace to the schools. The indifference of a mother when her child shows her some work which he has brought from the school or tells her of some incident of school life is not only discouraging, but is almost pathetic, and is paralyzing to future interest of the child in its work. The work of the mothers' clubs is to replace indifference with interest. This they are doing as nothing else could do it.

HOME AND SCHOOL TOGETHER.

FREDERICK E. BOLTON, *Iowa Teachers' Institute.*

I trust that an affiliation of the Iowa Congress of Mothers with the

Iowa State Teachers' Association may be effected at our annual meeting. I desire to express a personal feeling that it is a great mistake for teachers and parents not to be working much more closely together than they are. The problem of education is not one to be turned over to the teacher solely, but should be a matter of close co-operation between the home and the school.

When the home shall take ideally intelligent interest in the schools and the teachers shall become intelligently interested in the child and the home, our educational problems will find a much better solution.

THE MOTHERS' CLUB AND THE TEACHER

F. G. BLAIR, *Superintendent, Illinois.*

Mothers' Clubs have sprung into existence all over the State. Already you have more than proved your right to be. Questions relating to the physical conditions of the child and the physical conditions of the school room are receiving the careful and serious consideration of the thousands of mothers in your various clubs. Your active, intelligent interest is creating a better school sentiment everywhere; is establishing a more vital and helpful relation between the home and the school, but, if I mistake not, you will find that the very heart of the whole school matter is the teacher. Better fed, better clothed children, better attendance, better school grounds and school houses—all these are important and rightly demand a generous share of your time and attention, but all these will not make a good school unless you have a good teacher. It is a serious question whether the State has a right

to force children into a school room and allow an ill-prepared and incompetent teacher to waste their time and play havoc with their mind resources.

We have schools established and maintained by the State as well as some by private endowment whose specific function it is to select, to prepare and to train teachers for this delicate and difficult task of teaching. You mothers have it in your power to impress upon the minds of boards of education the fact that their paramount duty is to select and employ the best trained teachers that can be found. As organizations and as individuals you

can establish the doctrine that a good teacher is always worthy of her hire, and that a poor teacher is an inexcusable extravagance however low her salary may be; that in the selection of a teacher, personal fitness, character, and careful training for her work are the prime considerations, and that boards of education, when met together to select teachers, should lay aside all purely local and selfish considerations which "do so easily beset them," and consider solely the interests of the children, the boys and girls, who are compelled to live with these teachers for a whole year.

Parent-Teacher Work Among Foreigners

What a Philadelphia School is Doing

By CORINNE B. ARNOLD

In many of our large cities are public schools where the enrollment is almost entirely composed of foreign born children, or children of foreign parentage; children who come from homes in which alien language and alien conditions prevail. The schools are often surrounded by a population that has its own stores, its own signs. Its very bill posters and crying vendors tell their story in a foreign tongue.

Such schools have a larger and a far more complicated problem than that ordinarily presented to the public school. For they have more than the regular course of study to teach. In addition to the usual arithmetic, history, geography, music and physical culture the children in them must

learn ideals and elementary virtues that with most American children may be taken for granted. That order is good and beautiful, that cleanliness is wholesome and godly, this is the gospel that every day must be preached patiently, while at the same time the love of study is cultivated, the cheap theatre and corner idling discouraged and the desire for right living promoted.

Here the Parent-Teacher Association promises to be of the greatest help. But the full coöperation of home and school is possible only where the home is both willing and able. This must be the difficulty experienced by the teachers of foreign children. In Philadelphia we have

*Some of the Guests*

found the utmost willingness on the part of the parents, but their home conditions are such that for them to give the school intelligent and efficient assistance is well nigh impossible. A family in which both parents are bread winners, having perhaps seven or ten children, and living in two or three small rooms, must of necessity become so absorbed in the struggle for a mere existence that but little time or consideration can be expected for the mental and moral problems of the school.

In a home in which both parents neither read nor write, how can we ask that the child's progress be watched or noted? Where a cross must stand for the signature on a child's report, what understanding of that report can there be?

The problem, you will see, is a stupendous one, but it is not impossible of solution. The spirit and the hearts of these people are at the service of the teachers and the blind and adoring faith in the righteousness of the school's demands is frequently more

than a compensation for the lack of intellectual understanding of the situation.

These parents regard the school as their friend, and it is no uncommon occurrence to have them consult with the Principal regarding financial and domestic difficulties. They come to her with the full appreciation of the fact that they will receive her intelligent and sympathetic consideration.

The Randall School in Philadelphia

bowls in each class room and there was music—but most important of all there was the work of the children, which was shown to the parents. At each child's desk there were fastened together papers that showed the work he had been doing.

Upon entering the building the children took their parents to the Principal, who stood at the head of the stairway and shook hands with each, the children acting as interpreters



"The children took their parents to their Principal."

has held two so-called Parents' Meetings, one during April last and another on October 17th. The first meeting was attended by more than one thousand parents and children and the second by very nearly two thousand. Invitations were issued in three languages, Italian, Jewish and English, in order that in each home the invitation might be read or listened to in the native language of the parents. The school was decorated with flags and blackboard drawings, there were lemonade and cake served from punch

when necessary. The children then conducted the parents to their class room, introduced parent and teacher, and showed the work that was on their desks, partook of the refreshments and remained for a while to listen to the music. There was no programme, as speeches would have had to be in three languages in order for them to have been understood, and there is no assembly hall in the school to have seated an audience.

The gratitude and thankfulness of the parents was in some instances

pathetic in its intensity. Their interest in the children's work was keen and when the teacher explained to those who could not understand for themselves that certain work was poor, the parent plainly expressed himself as being displeased. The surprises and admiration which the building and its appointments excited are bound to create a respect for the property and the laws of the institution.

Many and varied were the expressions of delight that the children are enabled to have the advantages given by the school. Offers of money were made by some parents as an expression of their gratitude. Tired mothers with babies in their arms stood through the evening enraptured with

the sound of the music. Weary fathers were loath to tear themselves away from such a pleasant scene.

The aim of such meetings, however, must always be kept in mind, and it is therefore very necessary that there be no feeling of condescension or patronage on the part of those acting as hosts on such an evening. The occasion should not degenerate into charity or philanthropy, but should be conducted in such a manner that parents who attend are made to feel that they must walk with their heads up and shoulders squared ready to meet and carry the burden of responsibility that is theirs in preparing to make of their children the future good citizens of this American Republic.

How the Foreigner Looks at It

By **GRACE FALKNER**

There is a new awakening among the foreigners in regard to the importance of a public school education for their children. This is due to the fact that they come here now to love instead of coming here as at first to accumulate a little capital and then to go home. This is evidenced by the fact that they send for their wives and families and are continually buying real estate. With this has come the awakening to the fact that the American education is necessary to the child who is to make its way on American soil.

The women, who were much more conservative at first, are coming gradually but surely to associate with those who will teach them American ways. The Italian man is very coöperative. The Russian Jew is becoming so, in that he sees for the child increased

faculty of making money, with increased capabilities.

The parent and teacher are almost inexorably separated by the want of language. It is difficult for the most experienced translator to convey the exact idea of that he would wish to convey in two languages. Naturally a child who knows nothing of grammatical formation and shades and differences of meaning makes numerous mistakes in translation. If parents are unable to read and to write there are always people to read for them, and the degree of intelligence among foreigners, especially Italian men who can neither read nor write, is something really amazing. Though unable to read they are able to understand.

Therefore the most efficient way to prepare for more intelligent coöpera-

tion and understanding intelligence is for parent-teachers' associations to issue broadcast small pamphlets translated into the languages of the readers, which will set forth the aims of the public school.

These pamphlets will be read and in this way preparation may be made for good discussion and understanding of speeches at later meetings. The woman can be touched by the industrial domestic side, as the lamentation of women is frequent that their daughters, because of their lives as factory workers, do not know the first principles of home making.

One thing more in conclusion. It is like shaking a red rag in the face of a bull to harp too much on the theme of assimilation and to give them the idea that all things foreign are bad, all things American are good. The wisest members among them say "adopt American ideas, not because they are so much better but because

they are adapted to the country in which you are to spend your life and make your way." Teach them the advantages and desirability of good citizenship and pure ideals. Especially teach them that these ideas are protective rather than obstructive to themselves, their wives, and their children. Remember that their ideas of things American are generally learned from the contractor who robs them, the employment agent who takes their dollar and gives them work with a secret arrangement with the contractor to turn them off in a month's time, the politician who buys the vote and who puts them out of a job if he doesn't get it, and the foreman who levies on their salaries for wine and cigars. This does not give them a strong desire to assimilate. If you will respect the cherished and inherited ideas of a foreigner you will do a great deal with him.

A SONG OF THE RAIN

By Will H. Ogilvie

The rain swept over the hill,
The rain fell steep in the street.
Said the yeoman, "I cannot till!"
Said the lovers, "We cannot meet!"

Still the Rain King rode in power,
Setting his storm-clouds free,
Nursing the fruit and the flower,
Tending the lawn and the lea.

"But I cannot play," sobbed the child;
"My daisies are all so wet!"
And the Rain King, hearing, smiled,
But his heart grew full with regret.

He has stalled his steed in the West;
He has gathered his clouds away.
"Lovers may sorrow and toilers rest,
But the children," he said, "must play!"

—*Scottish Review.*

An Old Maid's Children

I. The One that Hadn't a Chance

By MARY E. MUMFORD

She was a charming young mother, and she looked very pretty as she lay on her daintily curtained bed talking with a comfortable elderly person who sat beside her. "Yes, that's the way I feel, Aunt Jane, sometimes I think it's all—all a horrid mistake."

"Heavens, child! What could be a mistake in your life—a pretty young woman, a splendid young fellow for a husband, enough income to give you this home and all the comforts of life, to say nothing of these fol-de-rols," and she flicked the laces which hung around an up-to-date infant's basket, "and, then, to crown all, the baby?"

"Oh, yes; the baby, he is all right, I suppose, but it's turned out so different from what I had expected. Of course, I supposed there would be some illness, a week or two maybe, then I should sit up in the Morris chair in that beautiful pink silk matinee cousin Maud gave me, and my old friends and schoolmates would all come to see me looking so pale and interesting with the baby as a part of the picture (kind of madonna effect, you know) and after that life would go on in the old routine. But look at me, the child is now five weeks old, and I've been so weak I've not once left my bed, and as for the baby, he cries and cries, and cries, and nothing will pacify him."

"Are you able to nurse him?"

"Oh, yes; it nearly kills me, but I do it."

"That's right; but does the milk satisfy him?"

"What a question, Aunt Jane; of course it satisfies him. There's nothing so good as mother's milk, is there?"

"Not if it's of the right quality and there's enough of it. Has the doctor examined it?"

"You are too ridiculous, Auntie; of course he hasn't. Isn't nature the very best guide in such a matter? I shouldn't think of asking him anything about it."

"And the nurse—what does she say?"

"Why, she actually says she thinks he doesn't get enough to eat! But she never was a mother. How can she know?"

"And Henry?"

"Well, when I talk to him about it he says, 'there's the doctor and the nurse and yourself—whatever you three decide must be right. I don't pretend to advise.' Mamma was here yesterday, and she says he is just a 'cross baby,' and that's all there is about it."

"Humph! very likely. Your mother never did know anything about children. She is my own sister, and I dare say it; I'm thankful she never had a household of them."

"Yes, I know, yours is a severe case of the old maid's children. You never did approve of mamma's training. But why are you so concerned about little Harry and his food?"

"It is curious, isn't it? You see, I was at the Mothers' meeting this afternoon —"

"Oh, Aunt Jane! You? A Mothers' meeting?"

"Yes, they invited all the teachers, and I thought just out of curiosity I would drop in a minute to see what they find to talk about. They had a most interesting lecturer there, a doctor and a great specialist, and before I knew it I found myself perfectly absorbed in a discourse on the scientific feeding of babies. Among other things he said that, while it was most desirable for babies to have mothers' milk, it was not always the best thing for them, and that even mother's milk should be tested if the baby did not seem to thrive on it. Now, with that thought on my mind, I come here to find you in trouble about little Harry. Don't you think that perhaps—a specialist—"

"Aunt Jane, I warn you not to try any of that precious nonsense on me. Don't you think dear old Doctor Jamison understands what my baby needs better than any stranger could? Hasn't he attended our family for three generations, and doesn't he know our constitutions from head to foot?"

Aunt Jane rose to go. "Good-bye, Millicent." "Good-bye, Auntie, dear. When you give up teaching Latin in the High School and take to child's nursing, let me know. I shall want some one when the trained nurse leaves me."

Aunt Jane went directly to Dr. Jamison's. What she said to him was perhaps reflected in some inquiries he made of the nurse next morning—and in a certain suggestion he made that

if the baby did not cease his crying it might be well to give him some artificial food.

After that visit Aunt Jane 'phoned every morning from the High School to know how her little nephew was thriving. Reply came from the nurse—on the first morning—and at intervals later: "We are giving the baby cow's milk. He takes it ravenously—seems better."

Second—"Baby threw off the milk. It doesn't seem to agree with him. We will try Patten's food to-morrow."

Third—"Rejects Patten's food also. Is getting very thin. We are worried about him."

Fourth—"Doctor thinks we had better try condensed milk."

Fifth—"To-day we are giving baby juice of raw beef and whiskey."

Aunt Jane went back to her desk with a clouded brow. "They are just fooling with that baby," she said. "Not one of them, from the doctor down, knows what ought to be done. They are trying any dose a gossiping neighbor may recommend."

She was not surprised, therefore, at the end of two weeks to hear over the telephone: "Doctor has ordered us all to the seashore; we leave on the afternoon train."

"That means," she said to herself, "old Dr. Jamison has reached the end of his rope. That darling baby is going to die." Tears mixed themselves with the Latin text many times that day.

For two or three days the news from the shore was encouraging. The change of air was said to be doing wonders for the child. Then—the little flame of life went suddenly out.

Millicent and Mamma were much

too prostrated by their grief to go to the funeral. In the single carriage which followed the little white hearse loaded with flowers from sympathetic friends sat Aunt Jane, and the sadly disappointed father of little Henry. It was a long ride out to Laurelwood Cemetery, and during the slow-drawn hour no words passed between them, but on the way home Aunt Jane spoke. "That precious child has been sacrificed to ignorance, Henry."

The man gave a start of surprise. "Yes. You must listen to me, not for the sake of the little one that is gone, but for the sake of others who may come after. The baby, no doubt, had a handicap in a weak digestion. Civilization, nervous strain of life in cities, our careless habits of living and eating, are visited on the children. Millicent was so prostrated that her milk probably did not meet his needs. That hungry cry of his should have had attention from the first, and the stomach given such food as it could assimilate. Dr. Jamison, skillful as he is in many ways, knows nothing of the modern treatment of a baby's food. When he began to experiment

the stomach was too paralyzed to act, and rejected everything."

"Well, if the doctors don't know, what are the rest of us going to do? We must trust somebody. Their experimenting is likely to be more successful than ours, isn't it?"

"Yes, if you get the right kind of a doctor. Many good general practitioners know very little of the feeding of infants, which has become almost a science of itself. But in a difficult case like this a specialist should be called, if possible. And there are some very good books about infant feeding, written for the use of parents. Anyone who has read them should at least know when and how to look for trouble. I have one I'll lend you, Henry."

"I'll read it," said the man, thoughtfully. Then:

"Don't tell Millicent anything of this just yet, will you? I'm afraid it would kill her to think we left anything undone to save the boy."

"No, but you'll tell her yourself when the time comes. She ought to know."

"Yes," he assented, with emphasis, "she ought to know."



T.R. BECOMES A MEMBER OF THE ADVISORY BOARD.

How "Life" looks at it.

News of the States

Every local circle or club is doing something that may be helpful to another club. The MAGAZINE is the medium of communication between all clubs affiliated with the Mothers' Congress. Every local organization has some plan of work, some practical effort, some social features that will be suggestive and helpful to other clubs. Send them to the MAGAZINE to be printed in this department. This is an invitation to every officer of such an organization who may read this. Their letters will be welcomed, and all the more if they come to us soon after this issue is received. The letters should answer the question: "What is your club or circle doing that individual mothers or groups of mothers may find worthy of imitation?"

CHICAGO FATHERS AND MOTHERS

The Parents' Association of the University of Chicago is unique in many features. The Association is made up of parents of the children in both elementary and high schools, and once a month general meetings are held. In addition to this, each division of the school holds a monthly meeting of its parents; for example, the parents of the Freshmen and Sophomore classes of the University High School discussed the pupils' home work and how it should be regulated. A series of questions relative to the pupils' home work was sent to every home, and the answers to them made the discussion of great interest. In another section the parents of the junior and senior classes meet and the

parents of children in elementary schools in other sections still, thus insuring common interest among members.

A COLORADO IDEA.

One of the Denver Circles has a new idea for Home and School Circles. At the beginning of the year, when a new subject is taken up by the children, the mothers ask the principal to send to their meeting a teacher who



Room in the Montclair School, Denver, where Mothers' Meetings are held.

will explain the subject, its value and importance, and something of the methods and principles of teaching it, so that the mother, by her understanding and sympathy, may be able to hold the child to a task which is perhaps uncongenial.

SCHOOL FRATERNITIES

The Middle West is greatly exercised on the subject of school fraternities. The Supreme Court of Illinois has just decided against them, and the South Side League of Clubs of Chicago strongly indorses the decision and urges that principals be given the right to expel pupils for continuing in membership in fraternities or sororities.

MISSISSIPPI'S DELEGATES

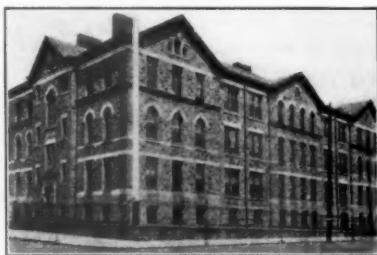
Mrs. R. B. Stapleton and Miss Margaret McRea Lacky have been appointed as Mississippi's delegates to the Washington meeting in March. Miss Lacky is on the program for a paper on the special needs of children in her own State. She is an educator of note and a charming writer. The W. C. T. U., also, has appointed Governor Noel to be at this meeting as its delegate.

TWO PHILADELPHIA SCHOOLS.

The Joseph Leidy School of Philadelphia has started a Current-Events

children decorated the school buildings with flags and autumn leaves, and with many specimens of their work. So great was their interest that there had to be a ruling made that children could not attend the meetings except with their parents.

The Heston School Circle beautifully illustrates the law of healthful growth. Twelve women, meeting in their own homes to study the needs of their own children, felt that they wanted to pass on the help that they had received. So in 1900 they established a circle in the school, which



The Mothers Club of the Heston School induced the Philadelphia Councils to erect this building.

Class. It meets monthly in the kindergarten room at the school, and while someone addresses the meeting on current topics of general interest, the members sew, making undergarments for the poor of the neighborhood.

The Heston School of Philadelphia has just held its second Parent-Teacher Institute. There were five sessions, and the audience taxed the capacity of their large auditorium. Some of the meetings were presided over by supervisors from neighboring schools, showing the general neighborhood interest in the work. The

their children attended. One of their first activities was to open their school yard for a playground, which is now supported by the city. A year or two later, when the new building had just been completed, the mothers realized that another wing was urgently needed, supplying six more school rooms and removing several hundred children from a wretched, dirty, unsanitary old building. The Sectional Board could not secure the building, the voters' demand was refused, so a delegation from the Mothers' Club visited Councils, and \$25,000 for the new wing was appropriated.

Stories of Real Children

These are incidents in the life of children of "Magazine" readers. There is a bit of a moral in most of them. We will be glad to have for this page stories that illustrate traits of character in children, real faults and wise methods of correction. There are often valuable hints in such a glimpse of a real nursery, put down "just as it happened."

SHE SAW THE POINT.

A few days ago Elsie, aged five, came in just before luncheon, and wanted to go out again at once to play; but the meal was about to be served, and her mother had to say no. Elsie protested rather violently that there was plenty of time. Finally her mother said:

"Very well, Elsie, if you think so you may go out; but if you come in after we are seated you cannot come to the table for your lunch."

Elsie decided to go out. She came in when lunch was nearly over, and was told to take a seat at a little side table. She didn't like it, and said so. In fact, she made a rather violent "scene." It was almost an hour before she gave in, and ate her lunch, cold, at the side table.

Yesterday when she asked to go out she was told she might go, but must come when called to luncheon.

"All right," she said, "I guess I'll learn after awhile, mother."

A SPOILED MOTHER.

"Father," said Prudy, between two drinks of milk, "why does that little girl up the street always say 'yeh' when I talk to her? I say 'yesh.'"

(She meant "yes," but Prudy's tongue has had only four years' practice.)

"I don't know," I answered. "Which little girl do you mean?"

"Ho!" broke in Johnny, scornfully, "she means that little thing with the

dirty mouth—up on the pike. She oughtn't to 'sociate with such people."

"Oh, I remember her," I said. "Poor little thing. I guess she says 'yeh' instead of 'yes' because she hasn't any nice mother to tell her what to say and how to be polite."

"Yesh," reflected Prudy. "I guesh that's it. I guesh she only has a spoiled mother."

NOT TOO MEAN, AFTER ALL.

The little girls had been quarreling. Elsie, it seemed evident, was the offender. She is given to a kind of teasing that is hard to bear. Little Mary may have flared up unnecessarily, but Elsie had given cause.

"Now, little girls," was the ultimatum, "if you can't play nicely together you must stay apart. Elsie, you may stay in this room for awhile and Mary may come over here with me."

Elsie objected violently. When Elsie objects it is always to the limit. So it became necessary to further decree that she should get up on the bed and stay there till lunch time. She raged, but obeyed.

"I'll do it this time," she cried, "but I'll never get up on this bed for you again, never!"

Her mother just didn't hear this. She has learned that there are times when it's best not to hear everything.

That afternoon they played like lambs, and at bedtime Elsie was particularly affectionate.

"Mother," she said as she was being tucked in, "do you know what I was thinking when I sat on that bed to day? I was just thinking you were a pooh-pooh *mean* mother—that's what I thought. I was going to say it, but I didn't."

"Why, Elsie, you wouldn't say that to your mother?"

"No, I *didn't* say it. Because you aren't a mean mother. You aren't, *really*."

THE REBUKE.

She had a headache that morning, and perhaps she spoke a little sharply.

"Children, it has taken mother one solid hour to get you ready for school. You have been *so* slow about putting your things on. You just tire me out getting you ready. There—run along now."

The six-year-old paused, her hand on the doorknob.

"But, mother, you're glad you *have* two little girls, aren't you?"

ABOUT THE SPIDER.

Not long ago Constance heard and remembered the story of Robert Bruce and the patient spider. To-day Ralph, a playmate, tried to untie a knot for her, and after one or two attempts gave it up. Constance let him feel her scorn, and he resented it. In a moment came her clear, indignant voice up the stair:

"Mother! Mother! Ralph Smith won't untie this knot for me, and I told him about that spider father told me about, and he says it isn't true, and he's going home!"

TAKING PRECAUTIONS.

"Jean, when you were up at Aunt Mary's, did you tease Polly that way?"

"Sometimes."

"What did Aunt Mary say?"

"She said if I couldn't play without

teasing Polly I'd have to stay away from her."

"And did you tease Polly after that?"

"Well, not if *she* knew it."

A LIVELY IMAGINATION.

They had had a good deal of candy of other kinds, so were not allowed to eat the chocolate Easter eggs. Henry was particularly rebellious, but he went off down stairs with Martha for the milk for his supper. He lives in an apartment house, and there is a doctor on the first floor. When he came back he said:

"Mother, Dr. Brown says it's good for little boys to eat chocolate eggs with their supper. So I guess we'll have them, won't we, mother?"

"Oh, Henry, are you sure he said that? Shall I ask Dr. Brown when I see him?"

"Mother," he said at last, "it won't be any use to ask Dr. Brown, because he told me he was going to forget he said that to me."

MOTHER'S FAULT.

"Mother, Katharine (a playmate) goes to bed every night in a dark room, by herself, and isn't a bit afraid. She's better trained than we are, mother."

"Well, if you think so, you'd better see if you can't improve yourselves a little. I'm sorry if you're not well trained."

"Well, you see, that's *your* fault, mother."

OUT OF RANGE.

Their grandmother strongly disapproved of something they had done, and told them so. Polly turned to Eleanor.

"Come on, Ellie," she said, "let's go down stairs where we can't hear grandma talk."

Study Outline

Mental and Emotional Training

By MRS. CHARLES DICKINSON

It is not necessary for us to understand all the detail of brain function: we can take advantage of the specialists, who are constantly working in the laboratories and make their conclusions the basis in solving our every day problems. "The raw material of thought is composed of those elements which are reported to us from the senses. The brain can add nothing to this, it can only make it over and combine it into new relations. The thought of life is dependent for its fulness upon two factors: the completeness and accuracy of the report of the senses, and the soundness of the brain processes in working them over into new thought; converting the thought into action is a later but no less logical step." We think of the brain as a kind of telegraph office where the connection must be kept up, that is, the messages must be sent out promptly, else the office becomes hopelessly clogged; so with the brain work the report of the senses must be made over into action promptly and definitely, else results are not satisfactory.

"The physical is the machinery or temple for the mind and spirit. Mental action is the connection between the physical and the spiritual. Mind is that which thinks. Thinking is mind action. Thought is the result of mind action. Mind is the thing, as the hand is the thing, and its motion is only its action.

THOUGHT TRAINING.

"That which thinks is the master power which moves, directs and controls."

A better life is the expression of a better thought. Let us begin with a determination to think as well and logically as we can, and not allow others to think for us. If you are healthy, happy and wise do not change your methods, but keep right on in heaven. If you are not in possession of these great blessings, get them. If you have not yet acquired a philosophy of life to help you to be definite, to show you where you are going and the way to get there, heed the following suggestions till you find better ones.

It is the mind that examines conditions, decides whether to act, and how to act. All the organs of the body are subject to stimulation by purely mental states, for instance digestion is easily affected by hearing bad news. A thought may produce a blush on the face. Tests show that indulging in a fit of anger may cause a poisonous deposit in the blood.

"One important item in training the thinking process is this: it requires no teachers, nor ponderous books, not even a reference library, nor any outlay beyond the expenditure of self-effort. It requires no change of environment, nor absence from home, nor neglect of occupation. One may be, nay must be his own instructor; he must select and arrange his lesson, learn it, practice it, correct his errors, pass his own examinations, mark his own attainment, demote himself, or crown himself victor. It is not claimed that this is easy, but that it is possible. The change of any established habit

is not accomplished in a day. A noble and God-like character is not a thing of favor, or chance, but it is the natural result of continued effort in right thinking."

HURRY AND WORRY.

What are the elements of right thinking which can be made practical in our every day life? Stop the hurry habit, then the worry habit. Cultivate gladness. Fill the mind with gladness. Do you ask how? By substituting harmonious for inharmonious thoughts. A man may think what he chooses, but he must take the consequences. The great responsibility lies in harboring wrong thoughts. In the stream of consciousness all kinds of thoughts seem to come from the sub-

conscious mind; this is natural and to a degree is beyond our control, but harboring undesirable thoughts is the battleground where the fight is fought. Bringing back attention over and over again is the basis of concentration and all kinds of right thinking.

SELF-CONTROL.

When we lay aside the hurry and worry habit we find self-control has entered in and we make practical the thought: "He that is slow to anger is greater than the mighty, and he that ruleth his own spirit than he that taketh a city." Self-effort soon follows self-control. Let no one think he can be lazy and healthy: good circulation requires effort.

THE CHILDISH HEART.

Lord, give the mothers of the world
 More love to do their part;
 That love which reaches not alone
 The children made by birth their own,
 But every childish heart.
 Wake in their souls true motherhood,
 Which aims at universal good.

Lord, give the teachers of the world
 More love, and let them see
 How baser metals in their store
 May be transformed to precious ore
 By love's strange alchemy.
 And let them daily seek to find
 The childish HEART beneath the mind.

—*Ella Wheeler Wilcox.*

The International Congress in Washington

Advance Outline of Program

March 10th

AFTERNOON:—Reception of Delegates at White House and Address by President Roosevelt.

EVENING:—Children in United States. Hon. Elmer Ellsworth Brown, Commissioner of Education, appointed by President Roosevelt to represent the United States at this Congress.

Children in Great Britain, by Representative of Great Britain.

March 11th

Children in Other Lands, by Representatives of each country sending delegates.

March 12th

MORNING:—The Home—Child Study.

Child Labor, by Hon. Charles P. Neill, Department of Commerce and Labor.

March 13th

MORNING:—Household Economics Committee. Program in charge of Mrs. E. M. Thacher, Florence, N. J., Chairman.

Addresses by Hon. Harvey W. Wiley, Chief of Bureau of Chemistry, and others.

Demonstration of Cooking.

AFTERNOON:—Education Committee. Program in charge of Mrs. W. S. Hefferan, Chicago, Ill., Chairman.

Moral Training, by Clifford Webster Barnes, Lake Forest, Ill.

EVENING:—Parent Teacher Committee. Program in charge of Mrs. Edwin C. Grice, Chairman.

Address, by Martin G. Brumbaugh, Ph.D.

Symposium on Parent-Teacher Associations.

March 14th

MORNING:—Education of the Deaf. Program in charge of Miss Mary S. Garrett, Penn School for Teaching Speech to Deaf Children.

AFTERNOON :—Entertainment. Given by National Congress of Mothers to Children of Washington.

Story Telling, by Miss Susan Holton.

Children's Literature, by Mrs. Herman H. Birney.

Music.

EVENING :—State Presidents' Evening.

March 15th

AFTERNOON :—Sunday Schools. Program in charge of Rev. W. L. Worcester, Chairman, Philadelphia.

March 16th

MORNING :—Business Meeting.

AFTERNOON AND EVENING :—Treatment of Erring and Dependent Children. Hon. Ben. B. Lindsey, Chairman Juvenile Court Committee, and others.

March 17th

MORNING :—Day Nurseries. Mrs. Arthur M. Dodge. Play Grounds. Dr. Luther H. Gulick.

AFTERNOON :—Education of the Blind. Program in charge Mr. Edward Allen, Perkins Institute, Boston, Mass.

EVENING :—Formulation of Principles for Progress in Work for the General Welfare of Childhood.

DELEGATES.

State Congresses and Local Circles are earnestly requested to send their quota of delegates. If in doubt on any point as to membership or representation write to the Secretary.

Membership in the Congress. Every person interested in promoting the welfare of children is eligible for membership upon furnishing the Secretary with an exact statement of his or her name, position and address and paying a subscription. A card of membership will be issued, entitling the holder to a reserved seat at all meetings, discussions and entertainments, to receive the *MAGAZINE* and other literature and to enjoy all other privileges of the Congress. An Associate Member pays \$2.00 per annum, and a Sustaining Member pays \$10.00. Life Membership costs \$50.00. A "Benefactor" pays \$500.00.

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Suggested Topics.

These are the topics suggested for discussion at the International Congress in Washington. The list is really a program for Mother's Congress work anywhere and everywhere. Which of these subjects would you like to see treated in early numbers of the MAGAZINE?

HELPS TO PARENTS	Child Study: Physical, Mental, Spiritual.
MORAL TRAINING	In the Home; the Sunday-school; the Day School.
EDUCATION	Compulsory Education. Parents' Associations. Stimulation of Parental Responsibility. The School Curriculum; Physical Exercises. Manual Training; Household Economies. Industrial Schools. Coeducation.
PROVISION FOR THE HELPLESS AND DEFECTIVE	The Deaf; the Blind. The Epileptic and Insane. The Mentally Deficient and Dependent.
PREVENTIVE AND PROTECTIVE AGENCIES	Playgrounds; Public Baths. Day Nurseries. Libraries; Boys' and Girls' Clubs.
TREATMENT OF ERRING CHILDREN	Causes of Delinquency, Truancy, Vagrancy, Theft, Im- morality. Placing out in Homes. Juvenile Courts; Probation. Reformatories.
LEGISLATION	Special Schools; Regulation of Child Labor. Protection of the Home and the Child. Marriage and Divorce. Tenement Laws. Pure Food Laws. Juvenile Courts. Establishing Parks and Playgrounds.